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contributions to the general cause of education can be made. We all feel that no branch of school work is more important than the development of this book-using skill, but our particular task is to bring teachers and school authorities to this point of view. In order to make a beginning with this work the librarian may have to beg the time from a library-wise teacher of English but she should work steadily until a course in the use of the library becomes a regular part of the curriculum. If the librarian is in close touch with the public library she can cooperate with the children's department, so the transition from the instruction given in the grades to the more advanced high school work can be made easily and naturally. Some librarians prefer to carry on the lessons in the classroom, believing that it gives the work more prestige as a regular curriculum study. This is often necessary where classes are large and the library is small and uncataloged. In my library the work was done in this way illustrated with lantern slides of the various forms of cards,

and the children, made visual-minded by many moving pictures, responded readily.

Each problem as it presents itself seems more important and interesting than the one before. The librarian who in her organization dilemma spends most of her time the first year in this intensive work with pupils and teachers rather than in physical upbuilding of the library, has made a wise choice. I have no desire to disparage cataloging. No one appreciates a catalog more than one who has had to do without one after several years' experience in an excellent library, but I do feel that if the library is to have a new status in the school it must lose no time in getting hold of its public. The pupils are there but four short years at most and every bit of time is precious.

While we earnestly desire to see our libraries good practical working laboratories, we want them to be much more than that. The librarian who takes time from the personal work for anything else of whatever importance may lose ground she can never regain.

WORK ACCOMPLISHED BY THE HIGH SCHOOL LIBRARY SCRAPBOOKS

By MARY E. HALL, *Librarian, Girls' High School, Brooklyn, N. Y.*

At the close of its first year of service, the loan collection of high school library scrapbooks has fully justified the time, labor and expense of its preparation. It has travelled east and west, north and south, everywhere giving a visible demonstration of what we mean by the "twentieth century high school library," with its possibilities as a dynamic force in the work of a modern high school. So great has been the demand for these scrapbooks that we feel the collection should be made much more comprehensive and more fully representative of the work of all the leading high schools in different sections of the country.

The collection had its origin in two high

school library scrapbooks prepared for the school library exhibit of the American Library Association at its meeting in Washington in 1914. These two scrapbooks, one illustrating the work of the Cleveland high school libraries and the other the work of the Girls' High School in Brooklyn, were found to be suggestive and helpful to high school librarians just beginning school library work and eager to know something of the methods in use in other libraries and the scope of their work. These scrapbooks travelled about the country during 1914 and 1915 and were in such demand that the question arose, "Why not secure similar scrapbooks from other progressive high school libraries and

have a permanent loan collection which shall belong to the American Library Association and be controlled by the School library section?"

In the spring of 1916 the chairman of the School library section of the A. L. A. sent out a circular letter to all the leading high school libraries of the country, urging that each be represented by a scrapbook fully illustrating the work and methods of that library. In order that there might be some uniformity in the scope of these books, the following plan of contents was suggested as a basis, with permission to each high school librarian to add to this material whatever might make the book of interest to librarians, teachers or principals of high schools:

1. The library room or rooms and equipment:

This to include plan of room and key to plan showing the location of equipment; photographs of main reading room and other library rooms; data showing size of rooms, cost of equipment, etc.

2. The use of library by the different departments:

Required reading lists; suggestive reading; special topics for library research in connection with each department; vacation reading lists, etc.

3. General administration of the library:

Library rules; statistics as to contents of library; statistics as to daily attendance for reference work, daily circulation of books, etc.; library budget; library blanks and forms; charging system illustrated; changes in classification; reserve system; and anything in the management of the library that would be suggestive to other high school librarians.

4. Instruction—training students in the use of books:

Outlines of lessons; problems; forms and blanks.

5. The library as a social center:

Reading clubs; receptions; use by entire classes during a recitation period as a means of arousing interest in an author through illustrated editions, pictures, etc.; bulletin boards.

6. The library and vocational guidance.

7. Relations with the public library and use of public library resources.

In response to the request seventeen

librarians sent scrapbooks representing the following high school libraries:

Chicago, University High School.
Cleveland, High school branches of Public Library.
Decatur, Ill., High School.
Denver, North Side High School.
East Orange, N. J., High School.
Grand Rapids, Mich., Central High School.
Minneapolis, South High School.
New York City, Girls' High School (Brooklyn).
New York City, Julia Richman High School.
Newark, N. J., Barringer High School.
Oakland, Cal., Fremont High School.
Passaic, N. J., High School Branch of Public Library.
Portland, Ore., High School Branches of Public Library.
Spokane, North Central High School.
Tyrone, Pa., High School.
White Plains, N. Y., High School.
Winsted, Conn., Gilbert School.

These were on exhibition at the meeting of the A. L. A. in Asbury Park in 1916 and also formed a part of the high school library exhibit at the meeting of the National Education Association in New York City the following week, July 3-10.

At the Asbury Park meeting many high school librarians asked that the collection be sent to library meetings planned for the fall, and at the N. E. A. meeting school superintendents and teachers urged that the collection be shown at state teachers' meetings to arouse interest in state campaigns for better high school libraries.

The exhibit was used at Columbia University at its summer school. It was given a room in the Horace Mann School and hundreds of teachers from the south and west examined the books with interest and made notes on their contents. Professors in the various subjects in the Teachers College urged visiting teachers, principals and school superintendents to inspect the collection.

From the Teachers College and the summer work at Columbia University the collection went to the Board of Education and High School Library of Dallas, Tex. From there it was sent to Parkers-

burg, W. Va., where a new high school building was to be opened and plans were under way for a modern high school library and a trained librarian when the building should open. The librarian who was under appointment found these scrapbooks of the greatest value in planning for the new high school library.

During the school year the exhibit has been kept travelling from place to place. As a rule the collection has been sent out as a whole and packed in the metal trunk prepared for it by the A. L. A. Borrowers have paid all charges of transportation and such care has been taken in packing that most of the scrapbooks are in excellent condition for another year of work.

The results accomplished by this collection may be summed up as follows:

1. The leaders in educational work in states where the scrapbooks were exhibited at state educational meetings have had a vision of what a center of influence the right kind of a library may be in a high school.

2. School superintendents, principals, school architects and boards of education have found suggestions for planning and equipping high school library rooms in new buildings in process of building or to be planned in the near future, also for remodelling old high school library rooms.

3. Boards of education and high school principals have received suggestions as to what ought to be demanded of a city in the way of annual appropriations for the maintenance of the high school libraries. In the vast majority of cities no annual appropriation is made for this purpose in the school budget.

4. Teachers of all subjects have found the scrapbooks suggestive of ways in which they may use their own libraries to better advantage. They have learned

what they ought to demand of the school board in the way of library equipment for their own work, as they see how other high school libraries are serving teachers of the same subject.

5. Librarians who are just beginning work in a high school library have found the exhibit most helpful in deciding upon library rules, printed blanks and forms, methods of work, etc. They have also been given a vision of the large possibilities in their new work aside from the purely technical duties of the librarian.

6. Public libraries and high schools have found suggestions for closer coöperation in the work for high school teachers and students.

This year the exhibit is strengthened by the addition of a scrapbook from the Albany, N. Y., High School, a school which was among the first to demand a high standard of qualifications in the librarian, namely, college graduation and graduation from a library school. The library is one of the oldest school libraries in the country and is of especial interest on account of its large, new room and equipment and its large collection of books of reference for all departments.

Scrapbooks are promised from the Stadium High School, Tacoma; the high schools of Los Angeles, the Washington Irving High School, New York, and the Lincoln High School, Seattle. The School section would be glad of additions to the collection as high school librarians have time to prepare these books. We should like each section of the country well represented so that the exhibit might be sent out in sections (the far western libraries kept as one section, those of the middle west as another, etc.), thus serving more educational gatherings than we can serve at present.

THE "HOW'S" AND "WHY'S" OF ADMISSION SLIPS

By A. MARIE HARDY, *Librarian, East Orange High School, East Orange, N. J.*

Our brothers and sisters in other branches of the library profession have long since settled their petty administrative problems, but we school librarians are still tinkering with the machinery, so

to speak. Until it is running smoothly we can never go as fast or as far as we should; and of course our hearts are set on going rather fast and quite far!

My subject is, properly, only "admission